

HUNTER STREET ELEMENTARY

1100 Hunter Street
York, SC 29745

GRADES PK-5 Elementary School

ENROLLMENT 742 Students

PRINCIPAL Rhonda Stevens

803-684-1929

SUPERINTENDENT Dr Katie Brochu

803-684-9916

BOARD CHAIR Harvey Gene Turner

803-684-4025

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

10

60

24

1

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No

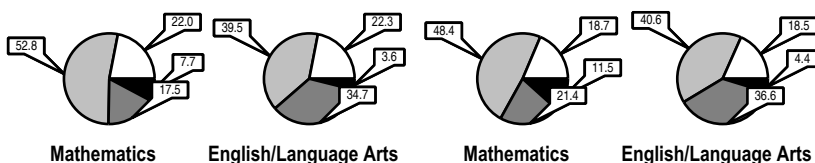
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	359	100.0	22.3	39.5	34.7	3.6	50.1	Yes	Yes
Gender									
Male	188	100.0	31.6	40.2	25.3	2.9	41.4		
Female	171	100.0	12.3	38.7	44.8	4.3	59.5		
Racial/Ethnic Group									
White	261	100.0	16.7	39.4	39.4	4.5	56.1	Yes	Yes
African-American	79	100.0	43.1	36.1	19.4	1.4	30.6	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	297	100.0	13.6	41.9	40.5	3.9	58.4		
Disabled	62	100.0	63.8	27.6	6.9	1.7	10.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	359	100.0	22.3	39.5	34.7	3.6	50.1		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	100.0	22.5	38.6	35.3	3.6	50.8		
Socio-Economic Status									
Subsidized meals	212	100.0	28.4	41.8	28.4	1.5	39.2	Yes	Yes
Full-pay meals	147	100.0	14.0	36.4	43.4	6.3	65.0		

Mathematics - State Performance Objective = 15.5%									
All Students	359	100.0	22.0	52.8	17.5	7.7	43.0	Yes	Yes
Gender									
Male	188	100.0	23.6	53.4	14.4	8.6	40.2		
Female	171	100.0	20.2	52.1	20.9	6.7	46.0		
Racial/Ethnic Group									
White	261	100.0	19.5	49.6	20.7	10.2	49.2	Yes	Yes
African-American	79	100.0	30.6	62.5	6.9	0.0	26.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	297	100.0	15.8	54.5	21.1	8.6	50.5		
Disabled	62	100.0	51.7	44.8	0.0	3.4	6.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	359	100.0	22.0	52.8	17.5	7.7	43.0		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	100.0	22.2	52.6	17.3	7.9	43.5		
Socio-Economic Status									
Subsidized meals	212	100.0	28.4	54.1	12.4	5.2	34.0	Yes	Yes
Full-pay meals	147	100.0	13.3	51.0	24.5	11.2	55.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	99	98.0	21.1	31.6	45.3	2.1	47.4
	Grade 4	123	100.0	25.2	48.6	25.2	0.9	26.1
	Grade 5	118	100.0	30.0	51.8	17.3	0.9	18.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	119	100.0	18.1	25.0	49.1	7.8	56.9
	Grade 4	110	100.0	24.0	48.1	26.9	1.0	27.9
	Grade 5	130	100.0	25.0	49.2	24.2	1.6	25.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	99	100.0	19.8	49.0	22.9	8.3	31.3
	Grade 4	123	100.0	21.6	49.5	21.6	7.2	28.8
	Grade 5	118	100.0	25.5	46.4	21.8	6.4	28.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	119	100.0	15.5	67.2	15.5	1.7	17.2
	Grade 4	110	100.0	20.2	48.1	22.1	9.6	31.7
	Grade 5	130	100.0	29.7	43.8	14.8	11.7	26.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 742)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.0%	Up from 3.8%	3.0%	2.7%
Attendance rate	96.3%	Up from 96.2%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%		4.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		3.3%	3.5%
Eligible for gifted and talented	14.6%	Down from 17.2%	15.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	No change	9.0%	8.2%
Older than usual for grade	1.3%	Down from 1.8%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 50)				
Teachers with advanced degrees	52.0%	Up from 49.0%	52.0%	51.4%
Continuing contract teachers	72.0%	Down from 79.6%	90.9%	87.5%
Highly qualified teachers**	87.2%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	2.4%		0.0%	0.0%
Teachers returning from previous year	84.4%	Up from 83.3%	88.5%	86.7%
Teacher attendance rate	94.7%	Down from 94.9%	95.0%	94.9%
Average teacher salary	\$40,629	Up 4.2%	\$40,928	\$40,760
Prof. development days/teacher	8.9 days	Up from 8.2 days	12.2 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.1 to 1	19.0 to 1	18.9 to 1
Prime instructional time	89.5%	Down from 90.0%	90.2%	90.0%
Dollars spent per pupil*	\$5,162	Down 13.5%	\$5,896	\$6,044
Percent of expenditures for teacher salaries*	66.3%	Up from 56.8%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Up from 98.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	82.4%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hunter Street Elementary School continues to provide a strong academic program, coupled with learning opportunities in art, music, physical education, guidance, and technology. Student development is further enhanced through a variety of extracurricular programs including Chorus, Environmental Club, and Principal's Book Club. The school also provides a welcoming and sharing environment for our parents and our community. The 2003-2004 Red Carpet Award for family and customer-friendly service highlights these accomplishments. Our PTO and School Improvement Council members are actively involved in planning activities and school improvement. Parents and other volunteers play a vital role in the education of our students.

Everyone participated in a variety of school-wide service learning projects which include such programs as Jump Rope for Heart, Math-a-Thon, Pennies for Patients, and Relay for Life. Opportunities for student and parent involvement include Sip n' Sob for kindergarten parents, PACT Night, Reading Night, Clean Up Day, Writing Night, and the Sweetheart Dance.

High achievement for all students is our first priority at Hunter Street Elementary School. Strategies for student achievement include a before school computer lab, adult tutoring, implementation of best practices for teaching and learning, brain-research implementation, and a concentrated emphasis on writing. The Montessori kindergarten program is unique to the district and gives qualified 3, 4, and 5-year-old students a distinctive opportunity to excel in their elementary years.

Our current goals include focusing on writing instruction, providing a warm and friendly school environment, moving our basic students to proficient and advanced, and addressing the needs of our "at-promise" students.

Professional development from Dataworks, Ruby Payne literature and the Winthrop Writing Project are some of the many examples of the Hunter Street faculty continuing to learn. We've continued to increase our number of National Board Certified Teachers, and several teachers were grant recipients.

We appreciate our parent and community volunteers and the impact they have on our school's success. Hunter Street Elementary will continue to work toward continuous improvement of our instructional program. We seek to ensure that our students have the skills that they need to succeed in a rapidly changing world.

Rhonda Stevens, Principal and Shane Harper, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	113	66
Percent satisfied with learning environment	97.9%	88.4%	78.8%
Percent satisfied with social and physical environment	100.0%	88.5%	89.4%
Percent satisfied with home-school relations	85.1%	84.1%	70.8%

*Only students at the highest elementary school grade level at this school and their parents were included.